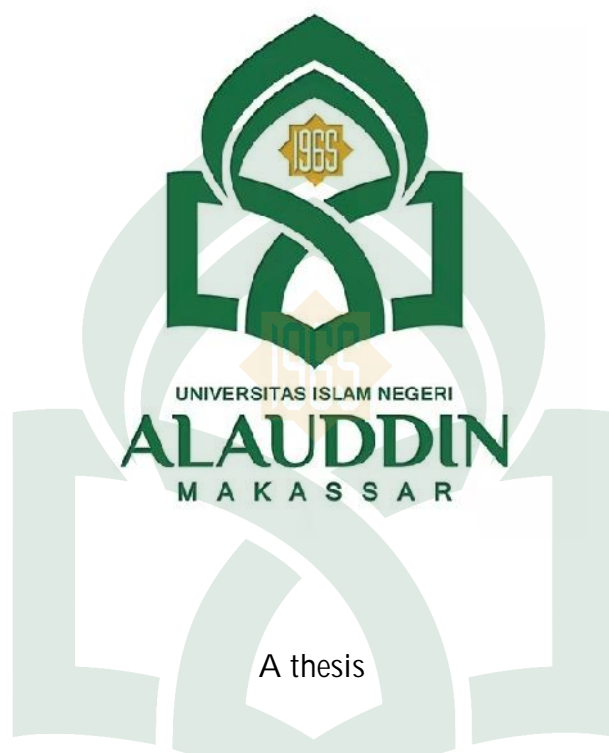


ANALYZING STUDENTS' PRONUNCIATION OF WORD  
STRESS OF IET 7 STUDENTS OF CAMBRIDGE  
ENGLISH COLLEGE (CEC) MAKASSAR



A thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education Department of  
Tarbiyah and Teaching Science Faculty of  
UIN Alauddin Makassar

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2017

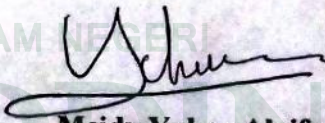
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## PENGESAHAN SKRIPSI

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## ABSTRACT

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This research aimed at analyzing pronunciation skill of the s IET 7 students of Cambridge English College. The specific objective of this current research was to find out the IET 7 students of Cambridge English College's pronunciation of word stress comprehension. The results of this study were expected to give practical benefits for the people concerned.

The researcher used descriptive qualitative. Qualitative is Procedure research that result a descriptive data which is written words or saying words from people whom can be observed. The subjects of this research were the students of Cambridge English College (CEC) Makassar who had been joining the International English Training 7 2015 for approximately three months chronologically. The researcher collected the data by giving a test the student one by one. Every student had been given same test.

This research found that there were some misplaced stress made by the students. The misplaced stress happened to the two-syllable words, three-syllable words, and four-syllable words. The misplaced word stress made by the students were quite similar. Few students even misplaced same word stress. The words stress that misplaced were even the simple words.

It was concluded that the students of IET 7 Cambridge English College (CEC) Makassar still face problem about the pronunciation especially the word stress. The students' misplaced stress are quite similar. The words most misplaced stress made by the students are the two-syllable words. It was also found that the Indonesian accent was causing the students misplaced the word stress. The students face the difficulty to place the stress correctly even though they had been trained well as good speakers and instructors.

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## CHAPTER I INTRODUCTION

### A. Background

In Indonesia, English roles as compulsory foreign language that must be learned by students from elementary school, junior high school, senior high school, even in college. It can be seen that English has become a part of the curriculum, especially in senior high school. It is even made by the national government as one of the national final test. In the school, English is taught in order to the students are able to write, speak, read, and listen where pronunciation is needed to be a good speaker for the listener.

There are many islands in Indonesia. Every island has different language. The main language of Indonesia is Indonesia language as a united language for all Indonesian people and as the official language which is used to communicate between the government of the regency, the city, the province, and the central government to the citizen. The media also uses Indonesia language to report the news.

Some Indonesian learn English in an English course institution. After being trained approximately three months, they definitely can speak English. Those people speak English in different way. They use their local accent. Some speak English with Bugis accent, some with Makassar accent. English has its real accent that determine the meaning of the word those are said. The accent influence the stress of the word that is produced. Speak by incorrect accent means giving incorrect stress to the words. Incorrect word stress means wrong



meaning. The pronunciation of English reveals many problems because the way of pronouncing English and Indonesian language is different (Mariana: 2015).

Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non-native speakers of English who speak English have to be very careful in pronouncing some utterances or they may create misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation. This skill is complicated enough because there are some English words have one form with multiple meanings. If a word pronounced incorrectly the meaning will be different. It can cause a misunderstanding between speaker and listener. People who are speaking English need to understand the skills. Pronunciation skill is an English skill which has correlation between other skills. Someone reading means producing sound by saying the words those are read and someone will listen the reader which is the speaker. If the speaker make a mistake in pronouncing the listener could be confuse.

Pronunciation instruction tends to be linked to the instructional method being used. In the grammar-translation method of the past, pronunciation was almost irrelevant and therefore seldom taught. In the audio-lingual method, learners spent hours in the language lab listening to and repeating sounds and sound combinations. It became popular in the 1950s (Zhang, 2009: 141). This involved a systematic presentation of the structures of the second language, moving from the simple to the more complex. This approach was strongly

influenced by a belief using of a lot of practice mechanically and repeatedly (Zhang, 2009: 141).

Word stress is the magic key to understand speaking English. Native speakers of English use word stress naturally. Word stress is so natural for them that they do not even know they use it. Non-native speakers who speak English to native speakers without using word stress, encounter two problems, they find it difficult to understand native speakers, especially those speaking fast. The native speakers may find it difficult to understand them. To understand word stress, it helps to understand syllables. Every word is made from syllables. Each word has one, two, three or more syllables. In many languages such as in English, all the syllables in multisyllabic words are not equally stressed (spoken with some kind of a force or strength) when they are pronounced. Word-Stress is also sometimes referred to as word accent. In English, we do not say each syllable with the same force or strength. This means that one part of a certain word is said louder and longer than other parts of the same word. In one word, we accentuate one syllable. We say one syllable very loudly (big, strong, important) and all the other syllables very quietly. The syllable which is pronounced with greater force is called the stressed syllable. You can also call it the accented syllable. "Accent" in this case means "emphasis". It is something that is completely natural for English speakers, but something English department students can learn from practicing their conversational skills and by learning the rules for using word stress. When speaking, it is important to put the



stress on the correct syllable. Otherwise, it would sound unnatural, and might even be difficult to understand.

Word stress has different rules from language to language. While it is extremely regular in some languages, it is less easily predictable in English. For example, the first syllable is almost always stressed in Finnish and Czech. In Polish and Swahili, it is always the syllable before the last one that is stressed. In French, it is the last syllable that is given more prominence. In English, the placement of word stress is not as regular as in the languages just mentioned. Word stress can be on the first syllable, the second, the third, the last, the one before last, etc. It depends on various factors, including the different parts that form the word (Pierrel, 2010).

In English, word stress must be assigned to over 90% of all words to be regarded as correct in terms of pronunciation and their syntactic, semantic aspects. In a polysyllabic English word, primary stress often falls on the first syllable while other syllables receive no or weaker degrees of stress. Therefore, word stress system of English is predominantly 'trochaic'. That is to say, English words begin with a strong syllable. An English listener is three times more likely to encounter a word with the primary stress on the first syllable than on other syllables (Heidari, 2012: 522). Indonesian university students had difficulties in identifying the stress for 3 to 7 syllable words (SW), because the students have already learned a specific stress pattern for the individual words, and they often misstress words with suffixes because they tend to retain the stress for the stem which had been learned earlier, for example: the word 'circulate' which stressed on

the first syllable and the word circu'lation which stress on the third syllable (Mariana: 2015). Word stress is important to be learnt is because of different word stress pattern between BI and English. This factor becomes a problem for Indonesian learners who learn English (Weda: 2012). Based on the previous point of views about pronunciation and word stress the researcher is interested in conducting a descriptive research under the title "Analyzing Students' Pronunciation of Word Stress of IET 7 Students of Cambridge English College (CEC) Makassar".

Talking about pronunciation means talking about the spoken language by studying its sounds, this study is called phonetics (Crane, 1981: 57). The study is about stress and intonation. Those are called suprasegmentals because they relate to aspects of pronunciation that go beyond the production of individual (segmental) sounds. Pitch, length, and loudness are components of stress. The basic unit containing stress is the syllable. A syllable generally consists of a vowel accompanied by one or more consonants. The most common syllable form in English is a consonant plus a vowel. In actual pronunciation, one may stress syllable by giving it a higher pitch, making it louder or making it longer or perhaps by a combination of all three. In English native speakers generally recognize at least three levels of stress: primary, secondary, and unstressed (Crane, 1981: 69).

A stressed syllable is produced by pushing more air out of the lungs in one syllable relative to others. A stressed syllable thus has greater respiratory energy than neighboring unstressed syllables. It may also have an increase in



laryngeal activity. Stress can always be defined in terms of something a speaker does in one part of an utterance relative to another (Ladefoged, 1982: 104).

#### B. Research Problem

Based on the previous point of views about pronunciation and word stress the researcher was interested in conducting a descriptive research under the title "Analyzing Students' Pronunciation of Word Stress of IET 7 Students of Cambridge English College (CEC) Makassar". In order to enable the researcher to elaborate the main problem, the research question is formulated as follow:

How is the students' pronunciation of word stress of IET 7 students of Cambridge English College (CEC) Makassar?

#### C. Research Objective

This research aims at analyzing pronunciation skill of the s IET 7 students of Cambridge English College. The specific objective of this current research is:

To find out the IET 7 students of Cambridge English College's pronunciation of word stress comprehension.

#### D. Research Significance

The results of this study were expected to give practical benefits as follows:

##### a. Teacher

This research will inform the teachers about the real condition in teaching the pronunciation class and will assist the teacher to pay more

attention to the common mistakes on pronunciation especially the word stress.

b. Students

The students will learn from the mistakes they probably commonly made on pronouncing the English word.

c. Researcher

This research may be a reference for researcher who will conduct a similar research for the future time.

E. Research Scope

To make this research clear and specific, the researcher limited his research into the analyzing pronunciation of word stress. For the place, the research conducted at Cambridge English College (CEC) Makassar. The subjects, the researcher chose IET 7 students of Cambridge English College (CEC) Makassar who are the English department students. The method that used in this research is descriptive qualitative research.

F. Operational Definition of Terms

In order to know further about this research also to avoid any misunderstanding on the reader, the researcher would like to present explanation of a definition terms.

Pronunciation of word stress refers to the production of sounds. It includes attention to the particular sound of a language, aspect of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, and

rhythm and refers to the prominence given to certain syllables within words and to certain syllables or words within utterances. It is signaled by volume, pitch change and syllable length.



## CHAPTER II REVIEW OF RELATED LITERATURE

This part deals with some literatures on the issue of pronunciation and word stress.

### A. Review of Related Findings

There were some findings of researches those have relation with this research, in this case, related with word stress analysis.

- a. Weda (2012) who did a research about Stress Shifts of English Utterances Made by Indonesian Speakers of English, stated that the words that undergo shift are monosyllabic words, dissyllabic words, trisyllabic words and words with prefixes. The highest frequency of English stress shifts made by students was monosyllabic, dissyllabic, trisyllabic words and words with prefixes.
- b. Hakim (2012) on his journal "An Analysis of Phonetics b, d, g, j, \_ and ð into English pronunciation for Java Students (A Study on Java Students at English Department on STAIN Bengkulu" stated that 13 male students from a total of 13 students still use a Javanese accent emphasis when they speak English.
- c. Karjo (2015) on her research "Accounting for L2 Learners' Errors in Word Stress Placement" stated, there are two major findings in his study. The first one confirms that stress placement is indeed problematic for L2 learners due to the unavailability of similar stress system in their native language (in this case Indonesian). However, when confronted with the task of placing stress



for two or three- syllable words, Indonesian students found more difficulty in producing stress for three-syllable words. Moreover, in two-syllable words, the penult (initial) stress words were mostly misplaced, while in three-syllable words, the final syllable stress words were causing stress placement errors. The second major finding of this study is that stress placement errors were caused by five phonological factors.

- d. Bian (2013) on her journal "The Influence of Chinese Stress on English Pronunciation Teaching and Learning" stated that many of the pronunciation difficulties in English stress are found to be a clear reflection of prosodic transfer of Chinese. Knowing the differences between Chinese and English stress can help teachers to identify reasons for Chinese EFL learners' pronunciation difficulties in English stress, and put forward effective strategies to promote the positive transfer, and inhibit the negative transfer in English pronunciation teaching and learning.

The subjects of the research above are the English department students. Based on the researches above, the English department students still made mistakes in pronouncing English word or they were misplacing the stress of the word. Therefore, the researcher also will definitely use English department students as subject of research but these subjects are different from common English department students. The researcher's subject will be the English department students who had joined an intensive English learning named International English Training that conducted approximately three months. These English department students had been trained each skill of English

including pronunciation. The reason of the researcher choosing these subjects are the subjects had been living together in one building with their teachers and instructors, the subjects had been treated intensively in the research and training institution, they spoke English every day in every condition which means they produce English words more than Indonesian words. Therefore, these English department students are very different with any common English department students those previous researches used in the past.

#### B. Some of Pertinent Ideas

##### a. Concept of Pronunciation

##### 1) Definition of pronunciation

Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability. Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language (Fraser, 2001). Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested (Fraser, 2001).

a) The Elements of Pronunciation

Definition of pronunciation includes both suprasegmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language. The theory outlined below is essential for teachers so that they understand how these different aspects work, but learners do not necessarily need to cover the theory in depth (Fraser, 2001).

b) Suprasegmental Aspects of Pronunciation

i. Stress

Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. It is signaled by volume, force, pitch change and syllable length, and is often the place where we notice hand movements and other gestures when we are watching someone talking. Stress is important at three different levels, they are word level (multisyllabic words have one or more syllables that are stressed), sentence level (the most important words tend to be stressed), contrastive stress (the most important words carry greater stress) (Fraser, 2001).

ii. Intonation

Intonation, or change of pitch, is crucial in signaling speaker meaning, particularly interpersonal attitudes. As we saw in the previous

section, pitch changes are crucially linked with stress. Since intonation patterns are language-specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language, and thus perhaps inadvertently causing offence (Fraser, 2001).

#### c) Segmental Aspects of Pronunciation

The sound system of English is made up of phonemes, or individual sounds which carry the potential to make meaning, and these may be vowels, diphthongs (combinations of two vowel sounds), triphthongs (combinations of three vowel sounds) or consonants. These sounds are made using our tongue in different parts of the mouth (Fraser, 2001).

#### d) Gestures

There has been quite a lot of interest in how the movements that our body makes as we are speaking may be closely related to how we speak, and some approaches to the teaching of pronunciation heavily emphasis training in gestures associated with speaking habits in English. As we speak, we synchronize many of our movements with the rhythm of what we are saying, so that focusing on the movements may help learners develop an awareness of stress and rhythm (Fraser, 2001).

### 2) Problems of Pronunciation

There are several factors influencing the pronunciation. Those are, the first language interference by interference of mother language, learner's age,



learner's attitude and psychological, prior pronunciation instruction, and the insufficient language knowledge of English phonology and phonetics. Most researchers agree that the learner's first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents. So called interference or interference from the first language is likely to cause errors in aspiration, stress, and intonation in the target language.

Some Chinese students tend to have difficulty with English sounds because they are deeply influenced by similar Chinese sounds. However, they are very different from each other. A particular sound which does not exist in the native language can therefore pose a difficulty for the second language learners to produce or some times to try to substitute those sounds with similar ones in their mother tongue. These sounds include both vowels and consonants (Zhang, 2009: 142).

b. Concept of word stress

1) Definition of Word Stress

When a word has more than two syllables in English, one syllable will receive more importance than the others when it is pronounced. This is the syllable that receives the primary word stress. This means that the vowel sound of that syllable will be slightly louder, longer, and at a higher pitch than the other ones. For example, the word chapter is stressed on the first syllable. The first syllable, chap-, will be louder and slightly longer than the last syllable -ter (Pierrel, 2010).

## 2) Degrees of Word Stress

In the phonological literature on English, the existence of at least three levels of stress is usually taken for granted. It is generally assumed that there are syllables that carry primary stress, syllables that are secondarily stressed, and unstressed syllables (Plag, 2007: 1). Word stress in English is free. But it always falls on a particular syllable of any given word. The secondary stress is manifested in polysyllabic words. In words with the primary stress on the 3<sup>rd</sup> syllable the secondary stress usually falls on the 1<sup>st</sup> syllable. If the primary stress falls on the 4<sup>th</sup> or 5<sup>th</sup> syllable the secondary stress is on the second syllable. The strong or primary stress on one syllable has the effect of weakening the pronunciation of the secondary syllables. It is therefore important to be able to determine the stress pattern of words.

## 3) Syllable

A syllable is a word, or part of a word, which contains a single vowel sound. It is a single unit of speech. Each word contains one syllable, or more.

### 1 Syllable

Here are examples of words with a single syllable:

pen, man, pig, cup, hat

In English, a vowel sound can be made of more than one vowel letter. So the following words have a single syllable as well:

feet, moon, cake, have, break, bought

All of these words contain only one vowel sound, and therefore a single syllable.

## 2 Syllables

A word can have more than one syllable. The following words are examples of words with two syllables. Here are examples of words with 2 syllables. The different syllables are shown on the right, and they are separated with a space.

garden: gar-den hotel: ho-tel consist: con-sist object: ob-ject  
focus: fo-cus

## 3 Syllables

Examples of words with three syllables: September: sep-tem-ber  
department: de-part-ment telephone: te-le-phone camera: ca-mer-a  
Saturday: sa-tur-day hamburger: ham-bur-ger vitamin: vi-ta-min

## 4 Syllables

Examples of words with four syllables: kindergarten: kin-der-gar-ten  
information: in-for-ma-tion

January: ja-nu-ar-y American: A-mer-i-can discovery: di-sco-ver-y

## 4) Stress on The Level of The Sentence

One syllable is singled out when being pronounced and receives the primary stress. Similarly, words in a sentence are not all given the same salience in oral English. Some words are picked out and are stressed in contrast to others. The one that is the most stressed is said to receive the sentence stress. This usually implies differences in meaning. In the

following sentences, the sentence stress is indicated in bold case (Pierrel, 2010).

#### 5) Word Stress and Vowel Reduction

Word stress is closely related to vowel reduction. Vowel reduction is another important feature of oral English. What does it mean? It means that a vowel sound is pronounced [B] or [N] instead of another full vowel. For example, the a in the word about is not pronounced [a] that is present in the word father. This would result to the incorrect form [abaLt]. Instead, this vowel sound is reduced to [B], yielding to the correct pronunciation [BaLt]. Vowel reduction is a very common phenomenon in English. If you browse through a dictionary, you will notice that a lot of unstressed syllables have [B] or [N] as their vowel sound. If you pay attention to the pronunciation of learners of English, you will also notice that very often those vowels which should be reduced are not, and the speakers will produce a full vowel sound (Pierrel, 2010).

#### 6) Word Stress in Different Languages

Word stress has different rules from language to language. While it is extremely regular in some languages, it is less easily predictable in English. For example, the first syllable is almost always stressed in Finnish and Czech. In Polish and Swahili, it is always the syllable before the last one that is stressed. In French, it is the last syllable that is given more prominence. In English, the placement of word stress is not as regular as in the languages just mentioned. Word stress can be on the first



syllable, the second, the third, the last, the one before last, etc. It depends on various factors, including the different parts that form the word (Pierrel, 2010).

#### 7) The Phonetic Characteristic of Stress

The characteristics of word stress in English are that the stressed syllables will be slightly louder, longer, and at a higher pitch. Word stress in other language might not be realized phonetically the same way. It may involve all three, or only one or two of these characteristics (Pierrel, 2010).

#### 8) Problems of Word Stress

In principle, stress alone could serve to distinguish words, but in reality it seldom does. Minimal pairs in English which are distinguished by word stress, such as 'insight/incite', are rare. However, that faulty suprasegmental aspects of speech can impact on intelligibility and that word stress constitutes a significant part of suprasegmental speech. There is evidence to indicate that intelligibility and comprehensibility are undermined specifically by faulty word stress. Faulty prosodic features including word stress may affect comprehension more adversely than segmental. This misunderstanding of word stress can have significant impact beyond the language lab or classroom. For example, it has been found that word stress mispronunciation contributes to misunderstandings their patients in multicultural medical (Plag, 2007). Although not fully

understood, possibilities of how word stress can be so detrimental to intelligibility have been discussed.

Knowing that regional and foreign accents trigger a delay in word identification processes. It may be that the English listener relies on word stress to decode the word and locate the word in their mental lexicon and that, if stress is wrongly distributed, it might have serious consequences for the listener to locate words within a piece of connected speech. Lexical stress plays a central role in determining the profiles of words and phrases and misplaced word stress appears to be more perceptually important to native speaker listeners than are instances of mispronounced phonemes. Word stress errors in which the stress is shifted to the following syllable (e.g., 'TURbine' changes to 'TurBINE') have been shown to more detrimental than vice versa and even more so if combined with a phonemic error. However, it is important to note that these studies have generally investigated native speakers' understanding of non- native speakers. There is a paucity of evidence which describes whether faulty word stress is detrimental to intelligibility in non-native to non-native interactions. This is not surprising as, overall, research investigating non-native to non-native interactions is still in its early stages (Pierrel, 2010).

### CHAPTER III RESEARCH METHOD

Generally research method is known as scientific way to find the data with certain objective and utility (Sugiyono, 2010: 3). The researcher used research method as follows:

#### A. Research Design

In this research, the researcher used descriptive qualitative. Qualitative is Procedure research that result a descriptive data which is written words or saying words from people whom can be observed. Meanwhile, Arikunto defined Descriptive research is research which intend to collect information about anything that happen in that place according to the naturalistic occasion (2005: 234).

#### B. Research Subject

The subjects of this research were the students of Cambridge English College (CEC) Makassar who had been joining the International English Training 7 2015 for approximately three months chronologically.

#### C. Research Instrument

Obtaining the data, the researcher used two types of instrument, namely test and observation.

The researcher used a test as the instrument. The test that had been given was a reading passage. The subject of research read the words loudly.

#### D. Data Collecting Procedure

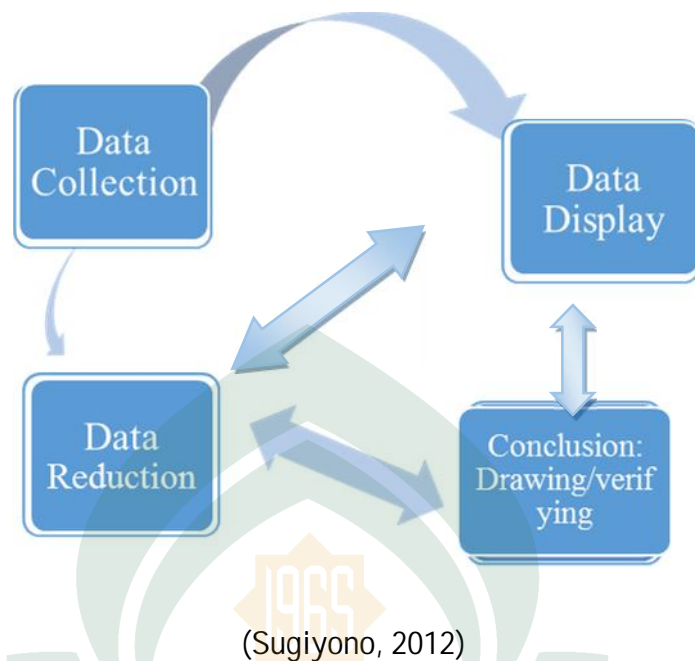
The researcher collected the data by giving a test the student one by one. Every student had been given same test.

#### E. Data Analysis Technique

The researcher used qualitative in analyzing data. As Fossey and his friends (2002) stated that qualitative analysis is a process of reviewing, synthesizing and interpreting data to describe and explain the phenomena or social worlds being studied. Whereas, Moleong in Arikunto (2013) stated that data source of qualitative research is spoken or written words that is observed by the researcher, and the things that is observed should be noticed well so that the researcher can find the implicit meaning from the files or things. Thus, the researcher used the words in describing the result of the research.

Here the researcher used Miles & Huberman Model in analyzing data. Miles & Huberman in Sugiyono (2012: 246) stated that there are three activities in analyzing data, namely data reduction, data display, and conclusion drawing/ verification.





The first step was data reduction. Reducing data means summarizing data, choosing the main points, focusing on the important things, and looking for the patterns (Sugiyono, 2012: 247). The data that the researcher collected in the field were in the complex and many forms. Therefore, the researcher had to concise the data which he needed to bring to the next step in analyzing data and threw out the data that was not needed. In this case, the data needed was the data with finding values that helped the researcher in making conclusion based on the research method that he used.

The second one was data display. Displaying data was presenting data into the pattern. In qualitative research, the data could be displayed by using a brief description, chart, the relationship among the categories, and so on. However Miles and Huberman in Sugiyono (2012) emphasized that the way in displaying data that is frequently used is narrative text.

The third one was conclusion drawing/verification. Conclusion drawing was describing all of the data that has been analyzed. The conclusion was a new finding that could be a hypothesis, even a theory if it is supported by some data widely.

#### F. Research Setting

##### 1) Time

- July – November 2016 (starting observation – after collecting data)

##### 2) Place (address)

- Jl. Paccerakkang Berua Raya, Daya Makassar.

#### G. Profile of Institution

1) Name of Institute : Cambridge English College (CEC) Makassar

2) Address : Jl. Paccerakkang

3) District : Daya

4) Sub district : Berua Raya

5) Zip Code : 90242

6) Number Phone : 085298447337

7) Autonomy Area : Makassar

8) Province : South Sulawesi

9) Email : [cambridgeenglishcollege@yahoo.com](mailto:cambridgeenglishcollege@yahoo.com)

10) Web : [www.cambridgeenglishcollege.com](http://www.cambridgeenglishcollege.com)

## CHAPTER IV FINDINGS AND DISCUSSION

This chapter consists of two sections, namely findings and discussion. The findings of the research deal with the result of data analysis about the students' pronunciation of word stress. Whereas, further explanation is presented in discussion section.

### A. Findings

As the researcher explained in the previous chapter, there was a kind of instrument that the researcher used in collecting the data, namely test. The findings were classified in to the main categories, namely research findings through test. The findings in this research are described qualitatively.

#### 1. Research Finding Through Test

Based on the test, the researcher found that there were some misplaced stress made by the students. The misplaced stress happened to the two-syllable words, three-syllable words, and four-syllable words. The misplaced word stress made by the students were quite similar. Few students even misplaced same word stress. The words stress that misplaced were even the simple words.

Here are the data display based on the test:

#### Student 1

Stress Placement Based on		Stress Correction
Oxford Dictionary	Student's Pronunciation	
a'rise	a'rise	
'many	'many	
'feeling	'feeling	
en'joy	'enjoy	misplaced

'reading	'reading	
'playing	'playing	
'other	'other	
'people	'people	
suc'cess	'succes	misplaced
'something	'something	
'pleasure	'pleasure	
'only	'only	
'also	'also	
'sorrow	'sorrow	
'anger	'anger	
'handle	'handle	
oc'cur	'occur	misplaced
un'less	'unless	misplaced
pre'vent	'prevent	misplaced
a'ffect	a'ffect	
'tremble	'tremble	
'angry	'angry	
up'set	'upset	misplaced
a'bout	a'bout	
'painful	'painful	
'yourself	your'self	misplaced
'problem	'problem	
'serious	'serious	
'older	'older	
'person	'person	
'often	'often	
'better	'better	
e'motion	e'motion	
how'ever	how'ever	
im'portant	im'portant	
un'pleasant	un'pleasant	
im'pression	im'pression	
'physical	'physical	
ex'cited	ex'cited	
di'gestion	di'gestion	
under'stand	under'stand	
inter'fere	inter'fere	
'everybody	every'body	misplaced

'emergencies	emer'gencies	misplaced
e'motional	e'motional	
satis'faction	satis'faction	
disap'pointment	disap'pointment	
'interested	inte'rested	misplaced
<b>Total misplaced word stress</b>		<b>10 words</b>

## Student 2

Stress Placement Based on		Stress Correction
Oxford Dictionary	Student's Pronunciation	
a'rise	'arise	misplaced
'many	'many	
'feeling	'feeling	
en'joy	'enjoy	misplaced
'reading	'reading	
'playing	'playing	
'other	'other	
'people	'people	
suc'cess	'succes	misplaced
'something	'something	
'pleasure	'pleasure	
'only	'only	
'also	'also	
'sorrow	'sorrow	
'anger	'anger	
'handle	'handle	
oc'cur	'occur	misplaced
un'less	'unless	misplaced
pre'vent	'prevent	misplaced
a'ffect	a'ffect	
'tremble	'tremble	
'angry	'angry	
up'set	up'set	
a'bout	a'bout	
'painful	'painful	
'yourself	your'self	misplaced
'problem	'problem	
'serious	'serious	



'older	'older	
'person	'person	
'often	'often	
'better	'better	
e'motion	e'motion	
how'ever	how'ever	
im'portant	im'portant	
un'pleasant	un'pleasant	
im'pression	im'pression	
'physical	'physical	
ex'cited	ex'cited	
di'gestion	di'gestion	
under'stand	under'stand	
inter'fere	inter'fere	
'everybody	every'body	misplaced
'emergencies	emer'gencies	misplaced
e'motional	e'motional	
satis'faction	satis'faction	
disap'pointment	disap'pointment	
'interested	inte'rested	misplaced
<b>Total misplaced word stress</b>		<b>10 words</b>

### Student 3

Stress Placement Based on		Stress Correction
Oxford Dictionary	Student's Pronunciation	
a'rise	'arise	misplaced
'many	'many	
'feeling	'feeling	
en'joy	'enjoy	misplaced
'reading	'reading	
'playing	'playing	
'other	'other	
'people	'people	
suc'cess	'success	misplaced
'something	'something	
'pleasure	'pleasure	
'only	'only	
'also	'also	

'sorrow	'sorrow	
'anger	'anger	
'handle	'handle	
oc'cur	'occur	misplaced
un'less	'unless	misplaced
pre'vent	pre'vent	
a'ffect	'affect	misplaced
'tremble	'tremble	
'angry	'angry	
up'set	'upset	misplaced
a'bout	a'bout	
'painful	'painful	
'yourself	your'self	misplaced
'problem	'problem	
'serious	'serious	
'older	'older	
'person	'person	
'often	'often	
'better	'better	
e'motion	e'motion	
how'ever	how'ever	
im'portant	im'portant	
un'pleasant	un'pleasant	
im'pression	im'pression	
'physical	'physical	
ex'cited	ex'cited	
di'gestion	di'gestion	
under'stand	under'stand	
inter'fere	inter'fere	
'everybody	'everybody	
'emergencies	emer'gencies	misplaced
e'motional	e'motional	
satis'faction	satis'faction	
disap'pointment	disap'pointment	
'interested	inte'rested	misplaced
<b>Total misplaced word stress</b>		<b>10 words</b>

### Student 4

Stress Placement Based on		Stress Correction
Oxford Dictionary	Student's Pronunciation	
a'rise	‘arise	misplaced
‘many	‘many	
‘feeling	‘feeling	
en'joy	‘enjoy	misplaced
‘reading	‘reading	
‘playing	‘playing	
‘other	‘other	
‘people	‘people	
suc'cess	suc'cess	
‘something	‘something	
‘pleasure	‘pleasure	
‘only	‘only	
‘also	‘also	
‘sorrow	‘sorrow	
‘anger	‘anger	
‘handle	‘handle	
oc'cur	‘occur	misplaced
un'less	‘unless	misplaced
pre'vent	pre'vent	
a'ffect	‘affect	misplaced
‘tremble	‘tremble	
‘angry	‘angry	
up'set	‘upset	misplaced
a'bout	a'bout	
‘painful	‘painful	
‘yourself	‘yourself	
‘problem	‘problem	
‘serious	‘serious	
‘older	‘older	
‘person	‘person	
‘often	‘often	
‘better	‘better	
e'motion	e'motion	
how'ever	how'ever	
im'portant	‘important	misplaced
un'pleasant	unplea'sant	misplaced

im'pression	im'pression	
'physical	'physical	
ex'cited	ex'cited	
di'gestion	di'gestion	
under'stand	under'stand	
inter'fere	inter'fere	
'everybody	'everybody	
'emergencies	emer'gencies	misplaced
e'motional	e'motional	
satis'faction	satis'faction	
disap'pointment	disap'pointment	
'interested	inte'rested	misplaced
<b>Total misplaced word stress</b>		<b>11 words</b>

### Student 5

Stress Placement Based on		Stress Correction
Oxford Dictionary	Student's Pronunciation	
a'rise	'arise	misplaced
'many	'many	
'feeling	'feeling	
en'joy	en'joy	
'reading	'reading	
'playing	'playing	
'other	'other	
'people	'people	
suc'cess	suc'cess	
'something	'something	
'pleasure	'pleasure	
'only	'only	
'also	'also	
'sorrow	'sorrow	
'anger	'anger	
'handle	'handle	
oc'cur	'occur	misplaced
un'less	'unless	misplaced
pre'vent	'prevent	misplaced
a'ffect	a'ffect	
'tremble	'tremble	

'angry	'angry	
up'set	up'set	
a'bout	a'bout	
'painful	'painful	
'yourself	'yourself	
'problem	'problem	
'serious	'serious	
'older	'older	
'person	'person	
'often	'often	
'better	'better	
e'motion	'emotion	misplaced
how'ever	'however	misplaced
im'portant	im'portant	
un'pleasant	un'pleasant	
im'pression	im'pression	
'physical	'physical	
ex'cited	ex'cited	
di'gestion	'digestion	misplaced
under'stand	under'stand	
inter'fere	in'terfere	misplaced
'everybody	'everybody	
'emergencies	'emergencies	
e'motional	e'motional	
satis'faction	satis'faction	
disap'pointment	dis'appointment	misplaced
'interested	inte'rested	misplaced
<b>Total misplaced word stress</b>		<b>10 words</b>

### Student 6

Stress Placement Based on		Stress Correction
Oxford Dictionary	Student's Pronunciation	
a'rise	'arise	misplaced
'many	'many	
'feeling	'feeling	
en'joy	'enjoy	misplaced
'reading	'reading	
'playing	'playing	

'other	'other	
'people	'people	
suc'cess	'success	misplaced
'something	'something	
'pleasure	'pleasure	
'only	'only	
'also	'also	
'sorrow	'sorrow	
'anger	'anger	
'handle	'handle	
oc'cur	'occur	misplaced
un'less	un'less	
pre'vent	pre'vent	
a'ffect	a'ffect	
'tremble	'tremble	
'angry	'angry	
up'set	up'set	
a'bout	a'bout	
'painful	'painful	
'yourself	your'self	misplaced
'problem	'problem	
'serious	'serious	
'older	'older	
'person	'person	
'often	'often	
'better	'better	
e'motion	'emotion	misplaced
how'ever	'however	misplaced
im'portant	im'portant	
un'pleasant	un'pleasant	
im'pression	im'pression	
'physical	'physical	
ex'cited	ex'cited	
di'gestion	di'gestion	
under'stand	'understand	misplaced
inter'fere	inter'fere	
'everybody	'everybody	
'emergencies	'emergencies	
e'motional	'emotional	misplaced



satis'faction	satis'faction	
disap'pointment	'disappointment	misplaced
'interested	inte'rested	misplaced
<b>Total misplaced word stress</b>		<b>11 words</b>

### Student 7

Stress Placement Based on		Stress Correction
Oxford Dictionary	Student's Pronunciation	
a'rise	'arise	misplaced
'many	'many	
'feeling	'feeling	
en'joy	'enjoy	misplaced
'reading	'reading	
'playing	'playing	
'other	'other	
'people	'people	
suc'cess	'succes	misplaced
'something	'something	
'pleasure	'pleasure	
'only	'only	
'also	'also	
'sorrow	'sorrow	
'anger	'anger	
'handle	'handle	
oc'cur	'occur	misplaced
un'less	un'less	
pre'vent	'prevent	misplaced
a'ffect	'affect	misplaced
'tremble	'tremble	
'angry	'angry	
up'set	'upset	misplaced
a'bout	a'bout	
'painful	'painful	
'yourself	your'self	misplaced
'problem	'problem	
'serious	'serious	
'older	'older	
'person	'person	

'often	'often	
'better	'better	
e'motion	e'motion	
how'ever	'however	misplaced
im'portant	im'portant	
un'pleasant	'unpleasant	misplaced
im'pression	im'pression	
'physical	'physical	
ex'cited	ex'cited	
di'gestion	di'gestion	
under'stand	under'stand	
inter'fere	inter'fere	
'everybody	eve'rybody	misplaced
'emergencies	'emergencies	
e'motional	e'motional	
satis'faction	satis'faction	
disap'pointment	di'sappointment	misplaced
'interested	'interested	
<b>Total misplaced word stress</b>		<b>12 words</b>

### Student 8

Stress Placement Based on		Stress Correction
Oxford Dictionary	Student's Pronunciation	
a'rise	a'rise	
'many	'many	
'feeling	'feeling	
en'joy	'enjoy	misplaced
'reading	'reading	
'playing	'playing	
'other	'other	
'people	peo'ple	misplaced
suc'cess	'succes	misplaced
'something	'something	
'pleasure	'pleasure	
'only	'only	
'also	'also	
'sorrow	'sorrow	
'anger	'anger	

'handle	'handle	
oc'cur	'occur	misplaced
un'less	'unless	misplaced
pre'vent	pre'vent	
a'ffect	a'ffect	
'tremble	'tremble	
'angry	'angry	
up'set	up'set	
a'bout	a'bout	
'painful	'painful	
'yourself	your'self	misplaced
'problem	'problem	
'serious	'serious	
'older	'older	
'person	'person	
'often	'often	
'better	'better	
e'motion	e'motion	
how'ever	howe'ver	misplaced
im'portant	impor'tant	misplaced
un'pleasant	un'pleasant	
im'pression	im'pression	
'physical	'physical	
ex'cited	ex'cited	
di'gestion	di'gestion	
under'stand	under'stand	
inter'fere	inter'fere	
'everybody	'everybody	
'emergencies	emergen'cies	misplaced
e'motional	'emotional	misplaced
satis'faction	satis'faction	
disap'pointment	disappoint'ment	misplaced
'interested	interes'ted	misplaced
<b>Total misplaced word stress</b>		<b>12 words</b>

Based on the data display above, it was found those few words stress which commonly misplaced by each student. Here are the sample of students' errors based on the syllable:

#### Two-syllable words

arise (a'rise) : 'arise  
 enjoy (en'joy) : 'enjoy  
 success (suc'cess) : 'success  
 occur (oc'cur) : 'occur  
 prevent (pre'vent) : 'prevent  
 affect (a'ffect) : 'affect  
 upset (up'set) : 'upset

#### Three-syllable words

emotion (e'motion) : 'emotion  
 however (how'ever) : 'however  
 digestion (di'gestion) : 'digestion  
 interfere (inter'fere) : in'terfere  
 understand (under'stand) : 'understand  
 unpleasant (un'pleasant) : 'unpleasant

#### Four-syllable words

emergencies ('emergencies) : emergen'cies  
 emotional (e'motional) : 'emotional  
 disappointment (disa'ppointment): disappoint'ment  
 interested ('interested) : interes'ted

everybody ('everybody) : eve'rybody

The data display above shows few words which the stress are misplaced. Among all the words, the word arise and enjoy are the words most misplaced stress made by the students. These two words are the two-syllable words. Besides, those words are not difficult words and familiar because they are always used in general conversation. The other words most misplaced stress made by the students are emergencies and disappointment. The difference is these two other words have more syllable which are four syllable.

#### **B. Discussion**

This part presents the discussion of the research findings in light of relevant theories and previous studies. As the researcher describe in findings, the misplaced stress that the researcher found were on the two-syllable word, three-syllable word, and four-syllable word. Weda (2012) who did a research about Stress Shifts of English Utterances Made by Indonesian Speakers of English, stated that the words stress that misplaced are two-syllable words, three-syllable words and the highest frequency of English word stress misplaced made by students was two-syllable words, three-syllable words and words with prefixes.

Karjo (2015) on her research "Accounting for L2 Learners' Errors in Word Stress Placement" stated, Indonesian students found more difficulty in producing stress for three-syllable words. Moreover, in two-syllable words, the penult (initial) stress words were mostly misplaced, while in three-syllable words, the final syllable stress words were causing stress placement errors. The

researcher also found that the most misplaced stress in this research were in two-syllable words which displayed on the data display in findings session. The two-syllable words which the stress misplaced mostly stressed on the first syllable. It was going with the previous research which both researches found the most misplaced word stress were in the two-syllable words that made both of the researches got a similar finding.

The researcher found that the students mention a word with Indonesian accent, for instance; success. The word "success" mentioned "suc – 'cess" in English pronunciation which is stressed on the second syllable whereas the students placed the stress on the first syllable ('suc – cess) which more sounds like Indonesian accent. Based on the students' work, the Indonesian accent caused some word stress misplaced. Another researcher, Hakim (2012), stated that 13 students from a total of 13 students still use a Javanese accent emphasis when they speak English. Another case, the Chinese accent influence Stress on English Pronunciation Teaching and Learning, Bian (2013). The accent was causing the stress misplaced.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions as well as few suggestions of this study. Suggestions are taken based on findings and conclusions obtained in this research.

#### A. Conclusion

Based on the findings and the discussion above, the researcher concluded that the students of IET 7 Cambridge English College (CEC) Makassar still face problem about the pronunciation especially the word stress. The students' misplaced stress are quite similar. The words most misplaced stress made by the students are the two-syllable words. It was also found that the Indonesian accent was causing the students misplaced the word stress. The students face the difficulty to place the stress correctly even though they had been trained well as good speakers and instructors. Compared to the other students from the previous research, these students faced the same problem in pronunciation skill especially in word stress.

#### B. Recommendation

There are some aspects that need to be taken into consideration based on the findings and the discussions for the improvement of the pronunciation of word stress in teaching process at International English Training (IET) held by Cambridge English College (CEC) Makassar, English Education Department, and the School.

1. It is suggested for the teachers to give more attention toward the students who lack of motivation. The teachers also should make a well arranged lesson plan that covers pronunciation, so the problem such as material and time management could be reduced as much as possible.
2. The English teacher should be more creative to choose media/method in teaching pronunciation, arrange the learning process, using unique media, creative in building the learning environment, and become the best facilitator in learning situation, so that the students will be more interested and motivated to study.
3. The students should train their pronunciation skill. Try to use an electronic dictionary is more easy and useful because it can mention the word correctly. In pronunciation, Oxford dictionary also can help much.
4. For future researchers it is suggested to conduct the research and development for the improvement of pronunciation skill especially in word stress.

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Handling Your Emotions

Everybody has emotions. They are the feeling you have. They help you to get the most out of life and to face emergencies when they arise. You get emotional satisfaction out of many things that you enjoy reading, playing, team games, being with other people, and gaining success at something.

Feeling of pleasure are not, however, the only feeling you have. You also have feelings of sorrow, fear, disappointment, and anger. These feeling are a part of life. It is important to learn how to handle them when they occur. Unless you do, they get in your way. They may prevent you from doing what you want to do. They may give other people unpleasant impression of you. They may also affect your physical health.

You have seen people tremble when they get excited and angry. You know that when you are upset about something, your emotions interfere with your digestion of food.

Learning to handle your emotions is a part of growing up. You cannot get rid of painful feelings by telling yourself that you do not have them. What, then, can you do when you feel angry or upset? You can, in the first place, try to understand what it is that is making you feel that way. If your problem is a serious one, or if you cannot understand your feelings, it is wise to talk with some older person who is interested in you. Often just talking out your feelings will make you feel better.

(Source: *Improving Reading Skill in English* “for University Students”: p.3: 2005)

**CAMBRIDGE ENGLISH COLLEGE (CEC)**  
**INTERNATIONAL ENGLISH TRAINING COHORT VII (IET7) 2015**

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15	ANDI RAHMATULLAH	JASMINE				
16						

**Committee of IET7**



## OSERVATION DATA

Bellflower (Suwardi Hasyim)

a'rise

'many

'feeling

'enjoy

'reading

'playing

'other

'people

'succes

'something

'pleasure

'only

'also

'sorrow

'anger

'handle

'occur

'unless

'prevent

a'ffect

'tremble

'angry

'upset

'about

'painful

your'self

'problem

'serious

'older

'person

'often

'better

e'motion

how'ever

im'portant

un'pleasant

im'pression

'physical

ex'cited

di'gestion

under'stand

inter'fere



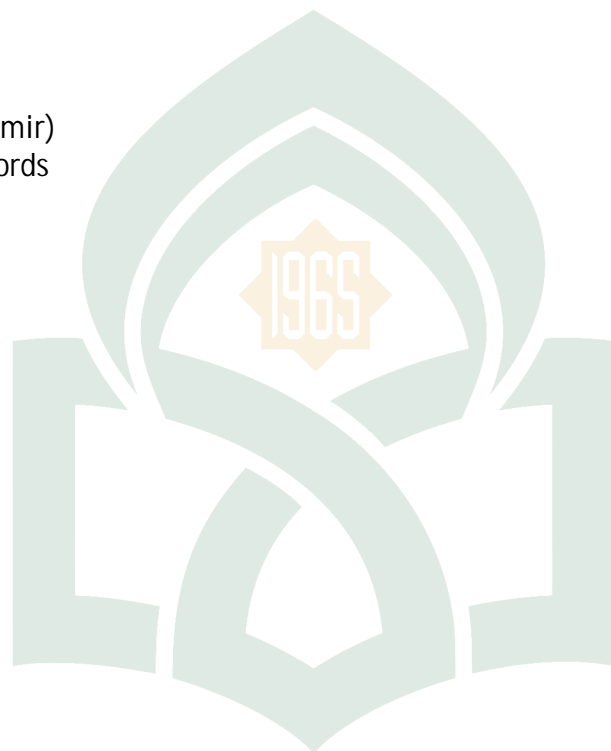
UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
M A K A S S A R

every'body  
 emer'gencies  
 e'motional  
 satis'faction  
 disap'pointment  
 inte'rseted  
 Carnation (Muh. Iqbal)  
 Two Syllabic Words  
 'arise  
 'many  
 'feeling  
 'enjoy  
 'reading  
 'playing  
 'other  
 'people  
 'succes  
 'something  
 'pleasure  
 'only  
 'also  
 'sorrow  
 'anger  
 'handle  
 'occur  
 'unless  
 'prevent  
 a'ffect  
 'tremble  
 'angry  
 up'set  
 'about  
 'painful  
 your'self  
 'problem  
 'serious  
 'older  
 'person  
 'often  
 'better  
 e'motion  
 how'ever  
 im'portant  
 un'pleasant  
 im'pression



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 M A K A S S A R

'physical  
 ex'cited  
 di'gestion  
 under'stand  
 inter'fere  
 every'body  
 emer'gencies  
 e'motional  
 satis'faction  
 disap'pointment  
 inte'rseted  
 Daffodil (Arni Amir)  
 Two Syllabic Words  
 'arise  
 'many  
 'feeling  
 'enjoy  
 'reading  
 'playing  
 'other  
 'people  
 'success  
 'something  
 'pleasure  
 'only  
 'also  
 'sorrow  
 'anger  
 'handle  
 'occur  
 'unless  
 pre'vent  
 'affect  
 'tremble  
 'angry  
 'upset  
 'about  
 'painful  
 your'self  
 'problem  
 'serious  
 'older  
 'person  
 'often  
 'better



UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
 M A K A S S A R

e'motion  
how'ever  
im'portant  
un'pleasant  
im'pression  
'physical  
ex'cited  
di'gestion  
under'stand  
inter'fere  
'everybody  
emer'gencies  
e'motional  
satis'faction  
disap'pointment  
inte'rseted  
Buttercup (Azwan)  
Two Syllabic Words  
'arise  
'many  
'feeling  
'enjoy  
'reading  
'playing  
'other  
'people  
suc'cess  
'something  
'pleasure  
'only  
'also  
'sorrow  
'anger  
'handle  
'occur  
'unless  
pre'vent  
'affect  
'tremble  
'angry  
'upset  
'about  
'painful  
'yourself  
'problem



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**ALAUDDIN**  
M A K A S S A R

'serious  
 'older  
 'person  
 'often  
 'better  
 e'motion  
 how'ever  
 'important  
 unplea'sant  
 im'pression  
 'physical  
 ex'cited  
 di'gestion  
 under'stand  
 inter'fere  
 'everybody  
 emer'gencies  
 e'motional  
 satis'faction  
 disap'pointment  
 inte'rseted  
 Amaryllis (Nurfadillah)  
 Two Syllabic Words  
 'arise  
 'many  
 'feeling  
 en'joy  
 'reading  
 'playing  
 'other  
 'people  
 suc'cess  
 'something  
 'pleasure  
 'only  
 'also  
 'sorrow  
 'anger  
 'handle  
 'occur  
 'unless  
 'prevent  
 a'ffect  
 'tremble  
 'angry



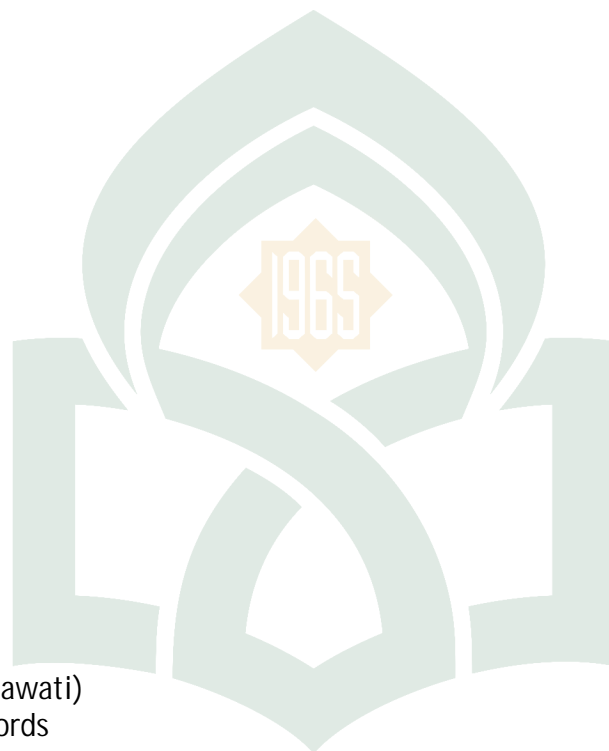
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**ARAUDDIN**  
 MAKASSAR

up'set  
'about  
'painful  
'yourself  
'problem  
'serious  
'older  
'person  
'often  
'better  
'emotion  
'however  
im'portant  
un'pleasant  
im'pression  
'physical  
ex'cited  
'digestion  
under'stand  
in'terfere  
'everybody  
'emergencies  
e'motional  
satis'faction  
dis'appointment  
inte'rseted

Anemone (Sukmawati)

Two Syllabic Words

'arise  
'many  
'feeling  
'enjoy  
'reading  
'playing  
'other  
'people  
'success  
'something  
'pleasure  
'only  
'also  
'sorrow  
'anger  
'handle  
'occur



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**ALAUDDIN**  
M A K A S S A R



un'less  
pre'vent  
a'ffect  
'tremble  
'angry  
up'set  
'about  
'painful  
your'self  
'problem  
'serious  
'older  
'person  
'often  
'better  
'emotion  
'however  
im'portant  
un'pleasant  
im'pression  
'physical  
ex'cited  
di'gestion  
'understand  
inter'fere  
'everybody  
'emergencies  
'emotional  
satis'faction  
'disappointment  
inte'rseted  
Azalea (Nurwahyuni)  
Two Syllabic Words  
'arise  
'many  
'feeling  
'enjoy  
'reading  
'playing  
'other  
'people  
'succes  
'something  
'pleasure  
'only



UNIVERSITAS ISLAM NEGERI  
**AR-RAUDDIN**  
M A K A S S A R

'also  
 'sorrow  
 'anger  
 'handle  
 'occur  
 un'less  
 'prevent  
 'affect  
 'tremble  
 'angry  
 'upset  
 'about  
 'painful  
 your'self  
 'problem  
 'serious  
 'older  
 'person  
 'often  
 'better  
 e'motion  
 'however  
 im'portant  
 'unpleasant  
 im'pression  
 'physical  
 ex'cited  
 di'gestion  
 under'stand  
 inter'fere  
 eve'rybody  
 'emergencies  
 e'motional  
 satis'faction  
 di'sappointment  
 'interseted  
 Bluebell (A. Sitti Nasmah)  
 Two Syllabic Words  
 a'rise  
 'many  
 'feeling  
 'enjoy  
 'reading  
 'playing  
 'other



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**AR-RA**NUDDIN  
 MAKASSAR

peo'ple  
 'succes  
 'something  
 'pleasure  
 'only  
 'also  
 'sorrow  
 'anger  
 'handle  
 'occur  
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 'angry  
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 'painful  
 your'self  
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 'serious  
 'older  
 'person  
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 im'pression  
 'physical  
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 under'stand  
 inter'fere  
 'everybody  
 emergen'cies  
 'emotional  
 satis'faction  
 disappoint'ment  
 interse'ted



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**AR-RA****NI****R****I**  
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## CURRICULUM VITAE



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